



Study Guide

Developing STUDENT OWNERSHIP

SECOND EDITION

Supporting Students to Own Their Learning through
the Use of Strategic Learning Practices

Robert Crowe and Jane Kennedy

This study guide is arranged by chapter, enabling you to work your way through the entire book or to focus on the specific topics addressed in a particular chapter. Designed as a support for reflection and implementation of the Strategic Learning Practices presented by the authors of *Developing Student Ownership*, it is a useful companion piece for individuals, small groups, or an entire faculty.

As well as authors, Bob and Jane are the co-founders of Elevated Achievement Group, a professional learning company dedicated to helping educators develop student ownership at all grade levels and at all types of schools. They work directly with educators to facilitate professional learning opportunities that best support elevated achievement. Their work includes the development and delivery of professional learning support for clients as they begin identifying strengths and closing gaps in current practice using the Strategic Learning Practices discussed here. If you have any questions or want to discuss aspects of the book further, reach out to Bob and Jane at info@elevatedachievement.com.

INTRODUCTION

The Look and Sound of Student Ownership

1. How does the book define student ownership?
2. What are your thoughts regarding this definition?
3. Why does student ownership matter?



5. Chapters 5-6 focus on why it's important to integrate the practices and how to use a focused Learning Model to integrate them in daily lessons. Share what you hope to learn in each chapter.

- Integrating the Practices: Implementation Strategies that Develop Student Ownership –

- A Focused Learning Model: Developing Student Ownership in Daily Lessons –

1 CURRICULUM

Developing Students to Own What They Are Learning

1. How does the book define curriculum? Does this align with your thinking?
2. According to the book, what does it look like and sound like when students own their part in curriculum?
3. What does student ownership of curriculum look like and sound like in your classroom? Reflect on your own practice. Use Tables 1.9, 1.10, and 1.11 to determine the strengths and gaps of your support. Are your students *doing*, *understanding*, or *owning*?

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 21, 30, 39). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 1.9, 1.10, or 1.11. How are your students moving to ownership?

2 INSTRUCTION

Developing Students to Own How They Are Learning

1. How does the book define instruction? Does this align with your thinking?
2. According to the book, what does it look like and sound like when students own their part in instruction?
3. What does student ownership of instruction look like and sound like in your classroom? Reflect on your own practice. Use Tables 2.9, 2.10, and 2.11 to determine the strengths and gaps of your support. Are your students *doing*, *understanding*, or *owning*?

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 57, 66, 76). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 2.9, 2.10, and 2.11. How are your students moving to ownership?

3 ASSESSMENT

Developing Students to How Well They Are Learning

1. How does the book define assessment? Does this align with your thinking?
2. According to the book, what does it look like and sound like when students own their part in assessment?
3. What does student ownership of assessment look like and sound like in your classroom? Reflect on your own practice. Use Tables 3.9, 3.10, and 3.11 to determine the strengths and gaps of your support. Are your students *doing, understanding, or owning*?

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 95, 103, 111). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 3.9, 3.10, and 3.11. How are your students moving to ownership?

4 CLIMATE

Developing Students to Own Their Role in the Class

1. How does the book define climate? Does this align with your thinking?
2. According to the book, what does it look like and sound like when students own their part in the climate of the classroom?
3. What does student ownership of climate look like and sound like in your classroom? Reflect on your own practice. Use Tables 4.9, 4.10, and 4.11 to determine the strengths and gaps of your support. Are your students *doing, understanding, or owning*?

Put a Practice into Action

We invite you to use what you have learned in this chapter to implement one of the Strategic Learning Practices in your classroom. Choose one of the three practices described in this chapter and use the questions to guide implementation of that practice (pp. 131, 139, 147). Try it for a lesson, a week, or a unit. Then reflect again on the practice using Tables 4.9, 4.10, and 4.11. How are your students moving to ownership?

5 INTEGRATING THE PRACTICES

Implementation Strategies that Develop Student Ownership

1. Why should the Strategic Learning Practices be integrated?
2. How can the Mastery Sequence help you support your students?
3. What is the teacher's role in developing student ownership? What is the student's?

Integrate the Practices

We invite you to use what you have learned in this chapter to integrate the Strategic Learning Practices in your own classroom.

- Think about the “Questions for Students” found on page 166. How do you want your students to answer these questions? As you continue to implement and integrate the Strategic Learning Practices in your classroom, how do your students’ answers change? Are they developing ownership?
- Then consider the “Questions for Teachers” found on page 167. How would you explain these decisions to a colleague?

6 A FOCUSED LEARNING MODEL

Developing Student Ownership in Daily Lessons

1. What is the value to students when they are supported by daily lessons that develop student ownership?
2. What is the value to you, as a teacher, when your students are supported by daily lessons that support student ownership?
3. How can you use the Learning Model to support your students?

Implement a Focused Lesson that Develops Student Ownership

We invite you to use what you have learned in this chapter to plan and implement a lesson using the Learning Model in your classroom. Use the questions on pp. 174-175 and/or the support on pp. 176-186 to guide your planning, delivery, and reflection. Try it for a lesson, a week, or a unit. Then reflect again on the Learning Model using Table 6.2 on pp. 188-189. How are your students moving to ownership?

